

5 January 1972

MEMORANDUM FOR: Chief, LS/TR

SUBJECT: Meeting of the Linguistic Society of America

1. I attended the 46th Annual Meeting of the Linguistic Society of America on 28-30 December 1971, in St. Louis, Missouri. There were morning and afternoon sessions of papers and two working luncheons on the 28th and 29th. The papers, by and large, were too theoretical to have any great application to the problems of our school, but I brought back a meeting handbook, with abstracts of all the papers; several handouts, which I had annotated as well as I could from hearing the lectures; and the promise of several of the speakers to send along copies of their papers in full. These I have turned over to [REDACTED] for his perusal.

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2. The second luncheon was the president's luncheon, with an address by President Eric Hamp. This was entitled "Reconstruction, Inheritance, Diffusion, and Change" and was on a theoretical plane, too elevated to be of much value to us. The first luncheon, however, was divided into special interest groups, and I attended that of East Asian Studies. As usual, I found that LS/TR is ahead of most other schools in this field. I described our programmed Vietnamese course and the Chinese materials that we are preparing, and great interest was expressed by many of the others attending the lunch. We should find some way to make these materials available to anyone who may be interested. They would materially advance the state of the art while reflecting credit on LS/TR as well.

3. In addition I made many interesting and valuable contacts with others present at the meeting. Among these was a [REDACTED] of the University of Texas, who is specializing in Linguistics and Spanish and who expressed interest in the possibility of employment by the Agency. His "vita" is attached.

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4. Another interesting contact was with Dr. James A. REEDS of the University of Missouri. He is working on a German course which starts with a large dose of comprehension only. The student is not asked to produce anything in German until he has mastered all the principal structures of the language passively. This is the exact opposite of a Spanish course that [REDACTED] reported on several years ago, where the students had to control the production of most of the structures of Spanish mechanically before they learned the meaning of any of it. The result was that when they did start in on the cognitive part of the course, they forged ahead at a tremendous rate. However, in this part of the course, they saved approximately sixty days of the normal time for the course, after having spent sixty days in the preliminary segment, giving little total difference in the time spent to reach a given level. This new German course may turn out similarly, but Dr. Reeds took my name and address and said he would send us the results of his work so far.

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[REDACTED]

att.